

St. John's C.E. Primary School



Early Years Foundation Stage

St John's Vision Statement

'Shine like stars'

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16



School Address

St John's Church of England Primary School

Theobalds Park Road

Enfield, EN2 9BD

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Email: office@stjohnsprimarysch.org.uk

Website: www.stjohnsprimarysch.org.uk

EARLY YEARS FOUNDATION STAGE

Dear Parents & Carers,

Welcome to the introduction booklet of St John's School's Foundation Stage Class. We hope that it will tell you all you need to know about us and how the Foundation Stage Class, within St John's C.E. Primary School, is organised.

We want to make school a happy, secure and stimulating place for your children and this booklet will tell you how we do this.

The Foundation Stage offers young children opportunities for exploring their world and acquiring skills, knowledge and understanding, which will provide a foundation for later learning both in the primary school and in the world beyond the classroom.

If you wish to visit us please make arrangements by calling, emailing or visiting our school office.

Following an independent inspection of the school in July 2022 the inspector's report said

'Leaders have clearly identified the knowledge to be taught across the full range of subjects from early years all the way through to Year 6. The content is well sequenced to enable pupils to build on prior learning and develop a deeper understanding over time.'



THE LEADERSHIP TEAM

Head Teacher

Mrs Susan Notley

Deputy Head Teacher

Mr Joe Law

Assistant Head Teacher

Ms Lucy Gatward



Sue Notley
Head Teacher

Teaching Staff:

Foundation Stage Coordinator

Ms Lucy Gatward

Trainee Teacher

Ms Mira Shivarova

Teaching Assistants and Support Staff

Ms Elena Dall'Aglio



Joe Law
Deputy Head
Teacher



Lucy Gatward
Assistant Head
Teacher/KS1/
EYFS Lead

WHAT IS THE EARLY YEARS FOUNDATION STAGE?

The (EYFS) will be the stage your child is in when they attend a setting or a childminder's home between birth and the age of five. It is also the stage that they are in until the end of the Reception year at school.

The (EYFS) Framework describes how early years practitioners should work with children and their families to support their development and learning.

It describes how your child should be kept safe and cared for and how all concerned can make sure that your child achieves the most that they can in their earliest years of life.



The class at St John's C.E. School can accommodate 32 children. 17 all day in Later FS and 15 in the afternoon in Early FS. The children enter Nursery in the September of the year of their 4th birthday and Reception in the September of the year of their 5th birthday and will stay with us through their reception year until they transfer to YR1. We also welcome children into the nursery throughout the year in order to support their application for the Reception class (space permitting)

Our Foundation Class is set up to:

- Enable staff to deliver a high-quality Early Years Foundation Stage curriculum in line with the Government's requirements.
- Give children access to an all-weather outdoor space and one large classroom area. Learning arises from play, interacting with other children and adults in a secure and stimulating environment. By engaging in new experiences, we build on children's existing understanding.
- Ease the transition from the earlier F.S. to the later F.S. This is smooth with a continuity of staffing, planning and environment.
- Enable the children to be developmentally 'ready' to cope with the changes in routine and be more able to cope with the demands of Key Stage 1 (KS1).
- Enable the children to access the curriculum at their developmental stage.
- Have higher staffing levels to ensure that activities can be extended and extra support given if appropriate.

SETTLING YOUR CHILD INTO THE FOUNDATION STAGE CLASS

Before your child's entry into the class, parents & carers will be given an opportunity to visit the class with your child. A member of staff will also visit you at home prior to school entry. Home visits provide us with a wonderful opportunity of getting to know the child and family in their own environment and therefore enables us to continue your child's learning journey in partnership with you. We strongly recommend that you take up this option as it does help your child to settle in, as they are familiar with the setting, the staff and routines and expectations.

The earlier F.S. children (3 and 4-year olds) will attend the afternoon session.

The times are:

Early FS 12.15 p.m. – 2:50 p.m.

Later FS 8.55 a.m. – 2:50 p.m.

After the pre-entry visits your child will be offered an admission date. You can come along and complete the admission forms and leave your child for an hour. This period will then be built up gradually until it is felt that your child is ready to cope with a full session. At present the Reception children stay all day, with lunch, in the September of the year in which they have their 5th birthday. The school has healthy school status and parents are welcome to visit the dining hall. Regular parent taster classes are held. It would be helpful if you could pay weekly or half termly on parent pay.

PARENTAL INVOLVEMENT

When your child is offered a place in the EYFS, we will arrange a home visit and the members of staff will discuss with you how we support you in helping your child throughout his/her time in the EYFS. During the year we run a variety of different meetings, workshops and time for parents to observe lessons so that you will feel supported in different areas which that will benefit your child.

Parents and Carers will be emailed a weekly School newsletter to inform you of events, diary dates and to celebrate individual and school successes. Later FS children attend the Friday celebration assembly and parents are very welcome to join us. This provides a valuable link between home and school.

CLOTHING

We often work with messy materials so please tell your children not to worry if they get paint on them or they get messy.

Children do occasionally get paint on their clothes even though we encourage the use of aprons. Paint will come out if the item is washed with ordinary hand soap before going into the washing machine. Do not use detergent first, as this will set the stain because it turns the paint into a dye.

The children are required to wear school uniform; it is slightly different to YR1 – YR6 to ensure easy management. Please see separate uniform list in this booklet.

In the summer please ensure that your child is adequately protected from the sun with a high factor (at least factor 15) sunscreen applied before coming to school, a T-shirt to protect their shoulders and a hat

The 5-year-old Foundation Stage children must wear school uniform. Reception children will be required to have a P.E. kit to wear on P.E. days.



BRINGING AND COLLECTING YOUR CHILD

We will only allow your child to be collected by an adult who is known to us, so please let us know if someone different will be bringing or collecting your child.

Children under 16 years of age are not allowed to collect a Foundation Stage child, it is also important that you bring and collect your child on time. It can be very distressing for young children if they join the session after everyone else is involved in activities or if they are the last one to be collected.



ILLNESS

If your child is unwell, then the best place for him/her is at home. It is important that you contact the school if your child is absent from school, non-attendance is taken very seriously. Once your child returns to school a written explanation for this absence needs to be given in to the school office.

Children prescribed antibiotics should remain at home for the first three days of the course and return when they are feeling better.

48 hours must have elapsed before your child returns to school following sickness or diarrhoea.

If your child is unwell at school, you or your nominated contact will be notified immediately.

It is important therefore that we are informed of

- changes of address
- telephone numbers
- Emergency contacts' names and contact numbers.

Children do occasionally have minor accidents at school. These are recorded in an accident book, and you will be notified and asked to sign the incident log. Please try to encourage your child to notify a member of staff if he or she gets hurt.

We will also record and notify you if any personal care is given, e.g. changing of clothes and will ask you to sign the personal care log.



CHILD PROTECTION

All staff members at St John's Primary School take seriously any concerns regarding the physical and or emotional well-being of your child.

As a school we are bound by the Children Act and follow the guidelines of the Area Child Protection Committee.

Anyone with concerns about the welfare of any child at St John's will keep written details on file and will contact the school teacher with designated responsibility for Child Protection issues.

In most cases concerns will be discussed with you as a parent or guardian but in certain circumstances it may be necessary to refer the concern directly to Social Services.

A strict code of confidentiality is maintained.



'Leaders have clear procedures in place to keep pupils safe. Staff are well trained and can identify pupils at risk of harm. Any concerns are reported quickly. Governors are aware of their statutory safeguarding responsibilities and keep up to date through regular training.' Ofsted July 2022

POLICIES

We have developed a number of policies for staff guidance. These include a General Foundation Stage policy, Equal Opportunities Policy and a Policy for Special Educational Needs. Other documents cover Behaviour and Health and Safety.

Although specific to the Foundation Stage these policies generally align to the main school policies.

You are most welcome to see these policies which may be requested from the main school office reception desk.

FOOD AND TOYS

Please discourage your child from bringing toys from home as it causes distress if these get lost or broken. Children do go home with small toys in their pockets please do not be embarrassed about bringing them back. Sweets are prohibited in school.

DRINKS AND SNACKS

Milk, water and fruit are provided for the children throughout the sessions. We do however ask for a voluntary contribution of £10.00 per term towards the cost of buying additional healthy snacks and cooking ingredients. This should be paid on parent pay. Please tell us if your child has special dietary needs for religious or health reasons and their preferences for snacks, which will help us plan our menus.

HOME READING BOOK BAGS

Each child buys a home reading book bag when they join the class. (Please send the reading book bag in every day) A member of staff and your child will choose a book, which can be shared with you at home. This really does encourage a positive attitude to books and reading, which we can further encourage at school.

BIRTHDAYS

When it is a child's birthday, we celebrate it by singing 'Happy Birthday' together and a pretend cake with candles is lit for him or her to blow out. You are welcome to bring sweets, cakes and food to share if you wish. If you prefer your child not to celebrate birthdays please inform a member of staff.



ORGANISATION



On entry to school your child will be allocated a key worker and that teacher will be primarily responsible for providing a quality care and education provision for your child. You will meet your child's teacher and teaching assistant at the home visit.

Children in the Foundation Stage class are divided into two groups. When the children first enter the unit at the age of 3 (Nursery) they are in 'Caterpillar' group they then move into 'Butterfly' group (Reception) after a year.

When the Foundation Stage children arrive they self-register and then interact freely with carefully planned activities. All the children are then free to select their own activities both inside and outside and will be asked to participate in the planned focused activities during this time. At the end of each session the children go to their group areas for songs, rhymes and stories.

Other activities throughout the week include:

- Whole snack time
- Earlier F.S. Circle time
- Earlier F.S. Hall time/P.E.
- Special assemblies
- Music sessions
- Later F.S. P.E. session
- Later F.S. computer session
- Later F.S. numeracy session
- Later F.S. literacy sessions.
- Later F.S. class assemblies with YR 1



The children make visits to local garden centres, Hillyfields and parks and have made longer trips travelling by minibus, coach and public transport to visit the theatre and The Discover Centre in Stratford. These visits are often linked to our termly focus and support teaching and learning.

Visitors are also invited into the unit. These have included a local police officer, paramedic, nurse, soldier, dental nurse, Lego and puppet workshops, drama and dance specialists and a bird of prey display.

Towards the end of the Summer Term the EYFS holds a 'Graduation Day' to mark the children's departure from the F.S. class into YR1. All parents are invited and encouraged to join us to mark this event.

PLANNING FOR LEARNING

The Early Years Foundation Stage Curriculum is carefully planned to allow children to develop and learn in different ways and at different rates acknowledging that all areas of Learning and Development are equally important and interconnected. The staff plan activities and learning experiences, which are flexible in order to follow the children's individual interests and needs. The activities are carefully planned and are based on daily observations and detailed record keeping. Staff will offer help when appropriate by asking open-ended questions and listening to the children as well as encouraging children to think and to solve problems for themselves whilst moving them onto their next steps of learning.

At first glance, and especially for people whose early learning took place in a more formal setting it can appear that the children are 'only playing!' However, the F.S. education is based on the understanding that whilst children are playing, they are learning all the time.



‘Pupils follow a full curriculum. All subjects match the depth and breadth of the national curriculum. The size of the school, and the vertically grouped classes, mean leaders have had to give particular attention to the sequencing of knowledge. As a result, the curriculum is bespoke to the school. It has been written with a two-year cycle to meet the needs of mixed-year groups.’ Ofsted July 2022



Record Keeping

During your child's final term in the Early Years the school is required by law to compile a profile of your child's achievements in all areas. These are submitted to the Local Authority and help the Year 1 staff to plan the next steps for your child.

You will be given an opportunity to discuss your child's progress with your key worker (Mrs. Gatward), when staff will share the milestones that your child has achieved. You will see samples of work that are proudly kept in a workbook. This will be presented at the 'Graduation Day' prior to the move onto Year 1 and is a lovely record of some of your child's many achievements whilst in the class.

The Areas of Learning and Development are separated into seven different areas - prime areas and specific areas as described next.

‘Pupils are assessed regularly to identify those at risk of falling behind and helped to catch up with additional interventions. Resource packs are sent home to provide support for parents and help their children practise and consolidate their reading skills’ Ofsted July 2022

THE AREAS OF LEARNING AND DEVELOPMENT

PRIME AREAS

1. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

This area is vital in all aspects of children's lives and gives them the best opportunity for success in all other areas of learning.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

How can you help your child at home?

- Encourage siblings and friends to share, turn take
- Invite friends home to share and play co-operatively together
- Join local playgroups/organisations and libraries
- Talk to your child about their day and read the weekly and termly school newsletters so that you are aware of special events happening in school.
- Encourage your child to independently manage their own personal needs

2. PHYSICAL DEVELOPMENT

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop throughout early childhood, by creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

How can you help your child at home?

- Give time to explore and repeat activities whether it is using writing tools, scissors, throwing and catching a ball,
- Give opportunities for riding a bike or using climbing apparatus.
- Support your child to use dough, clay, exploring materials, textures and paint.
- To encourage a growing awareness of personal space and the space of others.
- Encourage outdoor play and activities

3. COMMUNICATION and LANGUAGE

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. This area covers communication, listening and talking to others.

How can you help your child at home?

- Give them the opportunities to develop their listening/speaking skills through a range of situations
- Introduce new vocabulary as you speak to each other
- Support your child to use expressive language in role play situations, sharing their ideas with you
- Story time/Circle times when children share books and have opportunities to speak within a group and learn pre reading skills
- Be able to follow instructions involving several ideas or actions

SPECIFIC AREAS

4. ENGLISH

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension starts from birth. It develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

How can you help your child at home?

- Sing songs and rhymes together
- Encourage your child to recognise their own name looking at the letter shapes in their names and help them to write their names themselves using a capital letter at the beginning of their name

- Have a selection of equipment such as telephones, diaries, writing tools to encourage early mark making
- Read regularly to your child introducing stories, poetry, rhyme, information books and talk to them about what they have read.
- Support your child with phonic recognition – play a game with your child encouraging them to say the sound a word begins with

The nursery children have a daily phonics session which focuses on speaking, listening and understanding

The later F.S. children (Rec) have a daily literacy session, which focuses on.

1. Alphabet letters and their sounds (we follow the Read, Write. Inc. programme for phonics)
2. Sentence and story structure
3. A writing activity

‘Leaders are ambitious for all pupils to develop as confident and independent readers. This begins in the early years. Pupils are enthusiastic about reading and enjoy both reading and being read to. A daily story time for all pupils develops their love of reading. Staff are knowledgeable about the phonics programme, so it is taught consistently.’ Ofsted July 2022

5. MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using practical resources - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make predictions.

Maths in the F.S. will be developed through stories, songs, games, sand, water and imaginative play - a very much ‘hands on’ experience.

Examples

- Learning number songs and rhymes
- Using sand and water to teach mathematical language such as ‘heavy, light and full and empty
- Using junk boxes to explore size and shape
- Making coloured pasta necklaces for copying, creating simple patterns.
- Printing with different objects, encouraging the children to look and identify different shapes.
- To match objects to number using counters and small toys.
- Recognising and writing numerals in print, using number lines, number puzzles.



Numeracy Sessions

The Reception children have a daily numeracy session which will involve a mental maths activity and a practical activity relating to a weekly theme.

How can you help your child at home?

- Count objects around at home and in the environment.
- Look for numbers and shapes when out shopping or working indoors
- Sorting washing, tins into shapes and sizes and matching patterns
- Set dinner table matching cups and saucers.
- Match numerals to objects

'In all subjects, learning begins in the early years. This is evident in early mathematics. In Reception, a range of activities enables children to learn about and practise counting. For example, children learn about odd and even numbers, sorting them into two groups to deepen their knowledge of numbers to 10. Consequently, they are well prepared for their learning in Year 1'
Ofsted July 2022

6. UNDERSTANDING THE WORLD

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

How can I help at home?

- Support activities which encourage exploration, observation, problem solving, prediction, decision-making and discussion.
- Use the computer, tablets, cameras, and disc players.
- Encourage your child to help you with your gardening, potting plants, looking at mini-beasts.
- To have some understanding of past and present events in their own lives and in those of their families and people they know.
- Visit places of interests which are local to you

'Leaders prioritise pupils' wider enrichment. Eco-committee provides opportunities for pupils to grow vegetables and recycle. Leaders also promote walking or cycling to school to ease the congestion on the busy road outside. School councillors represent pupils' voices and make contributions to the school. Pupils appreciate these opportunities and take them seriously.' Ofsted July 2022



7. EXPRESSIVE ARTS and DESIGN

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

How can I help at home?

- Provide dressing up opportunities props for imaginative play.
- A range of materials to explore
- Allow your child to get messy- explore materials with all their senses
- Allow time for your child to experiment – working with dough, clay, junk modelling etc.
- Play different types of music for your child to listen and move to



WHAT DO I NEED FOR MY CHILD WHEN SHE/HE JOINS ST. JOHN'S C.E. PRIMARY SCHOOL?

FOUNDATION STAGE UNIFORM

We want the children in the Foundation Stage to participate fully in all 'hands on' activities which are often messy and children also need to be able to manage their own toilet needs and dress and undress for P.E.

We therefore recommend:

EARLY FOUNDATION STAGE UNIFORM (Nursery)

Winter Uniform

Winter Uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

Winter Uniform for Boys	Winter Uniform for Girls
Black tracksuit with logo on the sweatshirt Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for boys – grey trousers and black shoes	Black tracksuit with logo on the sweatshirt Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for girls – grey skirt and black shoes

Summer Uniform

Summer uniform should be worn on return to school after the Easter Holiday.

Summer Uniform for Boys	Summer Uniform for Girls
Black tracksuit with logo on the sweatshirt and or royal blue shorts Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for boys – grey shorts and black shoes Baseball caps with logo	Black tracksuit with logo on the sweatshirt and or royal blue shorts Short sleeved white polo shirt with logo Trainers – Plain black or white Optional for girls – summer dresses and black shoes Baseball caps with logo

Nursery - We will let you know when your child requires plimsolls and a PE bag.

LATER FOUNDATION STAGE (Reception)

On Friday all children are required to wear royal blue tracksuit with logo on the sweatshirt and white polo shirt with logo and black trainers (PE kit) – Reception only

Winter Uniform

Winter uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

Winter Uniform for Boys	Winter Uniform for Girls
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Black shoes – no boots or trainers Black or grey socks	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Black shoes (no boots or trainers) Black, grey or white socks or tights

Summer Uniform

Summer uniform should be worn on return to school after the Easter Holiday.

Summer Uniform for Boys	Summer Uniform for Girls
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Grey shorts may be worn from spring half term to autumn half term Black shoes – no boots or trainers Black or grey socks Baseball caps with logo (summer)	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Pale blue check dress – Spring half term to Autumn half term Black shoes (no boots or trainers) Black, grey or white socks or tights Baseball caps with log (summer)

P.E. Kit

PE Kit is recognised as an important part of the school uniform and must be available for PE days. For health and safety reasons children will not be permitted to take part in PE activities without the correct clothing and will be required to remove their jewellery.

PE Kit for Boys	PE Kit for Girls
White polo shirt with school logo Plain royal blue shorts (summer) Black tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Black jogging bottoms or leggings Plimsolls or trainers Royal Blue PE bag	White polo shirt with school logo Plain royal blue shorts (summer) Black tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Black blue jogging bottoms or leggings Plimsolls or trainers and socks Royal Blue PE bag

A SCHOOL BLUE P.E. BAG

A SCHOOL WATER BOTTLE

A SCHOOL HOME READING BOOK BAG

Footwear

Black school shoes (not trainers or boots).

Footwear should be confined to shoes that support the foot and are comfortable; not a fashion statement, high heeled shoes or boots. The children are encouraged at all times to ensure the shoes are correctly fixed on their feet. Younger children wearing shoes with laces must be able to tie their own laces.

Jewellery

Only basic stud earrings are allowed to be worn to school. Bracelets, necklaces or rings are not to be worn at any time. Children will be required to remove any items worn unless for religious reasons that have been notified to the Head Teacher in writing. The school will not be responsible for these items. Nail varnish is not allowed to be worn in school and will be removed if worn.

Hair

For safety reasons long hair must be tied back with an appropriate fastening at all times. This applies to girls and boys. Hair bands, clips and ribbons should be of school colours (white, black or blue). Shaved in hair designs are not appropriate.

Outer wear

Coats, hats, scarves etc. should be of a dark colour.

The uniform, P.E. Kit, P.E. bag, water bottle, book bag, baseball cap and tie can be purchased at J Smiths & Sons, Lancaster Road Enfield.

Grey trousers, skirts, summer dresses, royal blue joggers can be purchased from major stores.

All items must be clearly labelled with your child's name, even the school ties please.

For more information about the Early Years Foundation Stage you can visit our web site at www.stjohnsprimarysch.org.uk.

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